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ABSTRACT

This 22-item Marine Attitude Survey was developed for use in elementary/middle schools to measure students' attitudes about various aspects of marine science. Students are asked if they agree, are not sure, or disagree with such items as: (1) the seashore is a fun place to visit; (2) if all sharks were killed, the world would be a better place; (3) studying the sea is of no use to anyone who is going to be a nurse; (4) learning about the ocean is only important in science lessons; and (5) I like to be near the coast. Steps in the construction of the inventory (KR-20 of 0.75) are also provided. (Author/JN)

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Marine Attitude Survey

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Marine Attitude Survey

Directions

This survey is made up of a number of statements about the ocean and things related to the ocean. Read each statement and decide which answer agrees with how you feel. Blacken in the space [1] [2] or [3] on your answer sheet that matches your choice.

Sample

Whales are very big!

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

(Answer sheet)

[1] [2] [3] [4] [5]

MARINE ATTITUDE SURVEY

1. The seashore is a fun place to visit.

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

2. Do you enjoy finding different plants and animals on the beach?

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

3. Would you enjoy listening to a record of sounds made by whales?

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

4. Only people who are going to work at the ocean should have to learn about it.

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

5. Do you like to visit old buildings and historical places when you go to the coast?

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

6. Do you choose to go swimming in the ocean when you have the chance?

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

7. If all sharkes were killed, the world would be a better place.

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

8. Studying the sea is of no use to anyone who is going to be a nurse.

   1. Yes, I agree.
   2. I am not sure.
   3. No, I disagree.

9. Would you be excited if your parents took you to see a marine museu on a trip to the beach?

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

10. Do you like to listen to poems and stories about the sea?

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

11. I like the ocean and things about the ocean.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

12. People who live in the middle of the United States should not be worried about coastal problems.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

13. I think we should spend time reading about the sea in school.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

14. I would like to get books about the ocean for my birthday.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

15. Because salt marshes are smelly and have mosquitoes, they should be filled in.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

16. Do you like to watch TV programs about the ocean?

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

17. People who own land at the beach should be able to do anything with their land that they want.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

18. Learning about the ocean is only important in science lessons.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

19. Is reading stories about the sea exciting to you?

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

20. There are very few things people use every day that comes from the sea.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

21. The government should not have the right to limit the size of oysters that can be harvested.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

22. I like to be at the coast.

1. Yes, I agree.
2. I am not sure.
3. No, I disagree.

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The Marine Attitude Survey was developed for use in upper elementary/middle schools to measure a student's attitude about aspects of marine science. Test construction procedures involved:

1. identification of significant attitudes about aspects of marine science deemed important for society as well as the middle school student. This involved computer searches and analysis of the literature, surveys of leaders in marine education from across the nation, surveys of science education specialists and surveys of teachers.

2. generation of an item bank. Sources were teachers in the field involved with teaching marine science; existing instruments (with permission where required); and test-developers.

3. matching of items from the item bank to attitudes deemed important

4. initial screening for clarity and appropritateness (reading level and level of understanding)

5. evaluation by a panel of experts with screening based on panel analysis

6. development of experimental version with answer sheets

7. field testing with between 5 and 6 hundred students, including coastal and inland locations

8. computer scoring and analysis for discrimination and difficulty

9. elimination of weak items indicated by computer analysis and preparation of the final version

10. administered to over 4 hundred students with KR-20 of 0.75

11. comparison of scores of those students who expressed positive feelings about the seacoast to those of students who expressed a negative feeling about the coast. Scores of those with positive feelings were much higher than those negative feelings about the coast.

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